**University of West Alabama**

**COE**

**5E Lesson Plan**

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| Teacher: Dr. Frederick Abernathy  Date: April 15, 2014  Subject area/course/grade level: Language/Reading Resource Class 6th  Materials: Sample glogster page, smart board, computers in lab, research page  Standards: Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. [SL.6.5]  Objectives: The students will be able to work in groups and use their research about a mammal to create a glogster page.  Differentiation Strategies: Students with Special Needs will have the opportunity to have more time to complete this activity and I will sit with them to ensure that they understand what they are supposed to do. I will make sure they are grouped with students that are advanced and can assist them if they need it as well.  The students that are advance will be invited to the class to assist the students with special needs. They will also be challenged to create additional graphics on their group’s Glogster. |

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| **ENGAGEMENT:**  I will show the students a glogster that I had made previously on adjectives.  Assessment |
| **EXPLORATION:**  I will give the students a login username and password. I will give them their research page they completed the day before. They will plan with their group what they want to include on their glogs, what template to use, and how to arrange their information.   * Input –I will walk around the room so that I can help the students plan what to include on the glog and help create it. * Modeling-I will use my sample glog to show them how to add features to their glog.   Assessment-- I will use the formative assessment (checklist) as I check on the students to make sure they are following the directions of the technology product handout. |
| **EXPLANATION:**  I will tell the students that all of the students that researched the same mammal will work in a group together to use their research to create a glog. For example, three students researched polar bears; three students researched dogs, etc. I will explain to the students that they will work together and combine their research. They will some of each student’s research in the glog. I will explain to the students that need to work together and do their part. I will also explain to them the importance of getting along and not wasting time. I will let them know that they will be assessing each other on their group interactions and I will show them the assessment they will later fill out on each other.  They will insert their research into their glog. I will tell them that they need to plan what template they want to use and how they want to arrange their information within the glog. I will use my smart board and projector to create a glog so that they understand how to create one. I will explain to the students how to create graphics, notes, and design background for their glog.  I will tell them to:   * Click “Create my Glog” * Choose a template and click on it. * Click on the text box at the top of the screen to create text boxes. * Click on the graphics box under tools to create graphics on your page (once you create a graphic, textbox, etc. you must click “Use It”. * Click on video icon and the “chains” symbol to type in a URL of a video you want to use. * Click on image icon and the “chains” symbol to type in a URL of an image you want to use. * Click “Save” at any time to save your work. When you are finished, you will click save and “Public”.   Assessment -I will give them a technology product hand out that explains how to create the glog just in case they need a reminder. I will tell them that they must turn in the URL of their glog to me when they are finished so that I can assess it. |
| **ELABORATION:**  This lesson could lead into all subjects as students can now create a glog about any subject.  Assessment |
| **EVALUATION:**  The students will be able to work in groups and use their research about a mammal to create a glog page with 80% accuracy.  Students will be assessed with a checklist and a rubric on their Glogster and how well they worked collaboratively in a group. |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

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Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.